



The Leadership Academy Developer Spring 2002

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Five Schools Celebrate National Recognition for Model PD

Students at Ridge Meadow Elementary in the Rockwood School District participated in an across-the-curriculum writing project that shows great improvement in student gains. Ridge Meadow School is a school along with



A Ridgeway Elementary Student involved in district-wide writing project.

four other Missouri districts recognized through the United States Department of Education's Office of Education and Research for Exemplary Professional Development.

Several years ago, 4th graders throughout the Rockwood School District partici-

pated in a writing project in which the 4th graders at Ridge Meadow were at the bottom of the scores for all buildings in the district.

The school took on the challenge to improve the writing skills of all the students in the building. This project was accomplished by making professional development changes. Reflection time for teachers was built into the schedule for them to learn different teaching strategies. One Ridge Meadow teacher declared, "This was the most rewarding professional development aspect that I have been involved in since I started teaching!" The writing project proved to be a good way to compare the student progress with peer teachers through the grade levels on this across-the-board writing project. According to elementary principal, Carol Kottwitz, "The best validation of the project came with last year's Communications Art scores."

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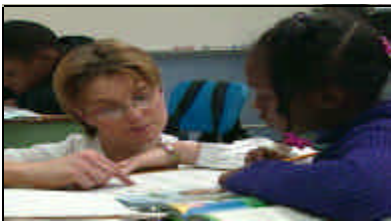
Department of Elementary and Secondary Education



Five Schools Celebrate National Recognition of with Model PD

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Also using the peer review model is the North Nodaway School District where they utilize Circles of Learning. The first nationally recognized rural school district for professional development has implemented Wednesday morning late start for staff development in which the school day starts two hours later. This creates opportunities for job embedded staff development. The vertically integrated Circles of Learning provide excellent opportunities to increase instructional techniques across the board. Teachers are able to immediately take the skills learned to the classrooms for immediate feedback. Becci Baldwin, elementary principal, noted that when she does PBTEs, she sees more student-engaged learning.



A Hickman Mills teacher working on reading strategies with a child.

A third nominee that also utilized this similar technique is Hickman Mills School District. Time was protected so that teachers could collaborate to share in student successes. "Teachers were teaching teachers. Gym teachers and Orchestra teachers were sharing how they were teaching reading in their classroom," stated Gloria Henry, Speech and Drama teacher.



Sandra Wood, North Nodaway Spanish Teacher practicing teaching skills learned in Circles of Learning.

Through this approach, the teachers worked to better facilitate MAP experiences. According to the superintendent, Dr. Marjorie Williams, "It is important that people see the relevance in what is being done in their building, so that they are more apt to be in tune and use it to help their teaching strategies."

A fourth district, North Kansas City, decided five years ago to align their professional development program with the NSDC Standards. One aspect of their professional development program centers around their beginning teacher program that uses a critical friends group to offer support, sharing of ideas and to focus on problem areas. Teachers sharpen other teachers' skills. According to Richard Rice, director of staff development, their district has over 400 employees who receive stipends for ongoing staff development opportunities.

An aspect of professional development that Independence School District used in their winning model of PD

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New Vision Statement Created

At a recent meeting, the Leadership Academy staff created a new vision statement to reflect our goals. Our vision is that *The Leadership Academy will collaboratively create world-class school leaders for student success.*

Missouri Department of Elementary and Secondary Education

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Mission Statement

The Leadership Academy will positively impact student performance by inspiring and developing highly effective school leaders.



Five Schools Celebrate National Recognition of Model PD

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was a teacher mentoring project. Suzanne Love, a mentor teacher expressed that it was



Robert Vogelaar, NKC Speech teacher, feels he is a better teacher because of the critical friends program.

an effective way to familiarize university education students with the culture and professional expectations. Interns find that it is a great way to develop confidence to prepare them for a career in teaching upon college graduation.

These model programs are excellent examples that prove size is not a determinant for quality professional development.

This USDE competition has set the stage for the Commissioner's Awards of Excellence for Professional Development that will be granted at the Show-Me Development Conference in March 2003. Next year's model winners from Missouri will have completed their Missouri School Improvement Program (MSIP) onsite review in 2001-2002, or



An MU College Intern participates in Independence School District's mentor

were granted waivers from originally scheduled reviews in 2001 — 2002, and are eligible to self nominate. Applications will be available at the August Administrators' Conference and are due in October 2002. Winners will receive public recognition and monetary awards. The Commissioner's Rubric, based on the NSDC Standards, will be used to evaluate the applications.

Record Satellite Academy Class

This year, 200 principals, superintendents, and teacher leaders have spent the year studying with the best and brightest minds in school leadership development. The Satellite Academy Program, a yearlong professional development opportunity for Missouri educators, uses the format of four statewide meetings interspersed with 5-6 regional meetings.

Nationally known speakers include: Dr. Todd Whitaker, Dr. Nancy Moore, Dr. Bob Eaker, Dr. Rick DuFour, along with Missouri's leading practitioners who have

led the statewide meetings. A team comprised of practitioners, higher education, and the state department has facilitated the regional meetings. Regional meetings have made the connection between the new knowledge and its application in local building and district settings.

Our statewide Outdoor Leadership Experience in October was a highlight as experiential educators took participants out of their comfort zones to develop "Courage in Leadership."

The Class of 2003 is being recruited. For more information contact the Leadership Academy.



Denice Wargo

The Leadership Academy welcomed Denice Wargo in February. She works with Satellite Academy registration, workshop registration, and general information. Denice is a recent graduate of Metro Business College in Jefferson City. In the past, she has managed several local businesses and worked at a local factory. Denice says, "The time I value most is the time I spend at home with my family doing what families do....."



School Portfolios Implemented in More Missouri Schools

With the addition of several school districts, this year over 220,585 Missouri students and 18,544 staff were impacted by participation in the School Portfolio Implementation Process.

For the past three years, The Leadership Academy has established partnerships statewide for implementing the School Portfolio Process in partnership with Education for the Future Initiative at California State University, Chico, and Southwestern Bell Education Foundation. These partnerships have resulted in the opportunity to foster and support the work in Missouri of Dr. Victoria Bernhardt, author of *The School Portfolio; Data Analysis for Comprehensive School Improvement; The Example School Portfolio; and The School Portfolio Toolkit*.

- 44 Participating School Districts in the Process
- One State University
- A Charter School

School leaders statewide are benefiting from the utilization of a school portfolio for data collection and data analysis. Most recently, as three of the districts were interviewed about the process, a school portfolio clearly emerged as a tool for organizing data and providing access to staff, students, and community members about:

- School demographics
- School learning processes
- Student achievement information
- Perceptual data gathered from students, staff, and parents

Dr. Bernhart and staff will be in Missouri in the upcoming year offering school districts opportunities to learn more about how School Portfolio process can benefit student success. Check the Leadership Academy Website updates and *The Developer* for ongoing information.

Collaboration Brings Leadership Development Monies to Missouri

A national consortium of major policymakers: the Council of Chief State School Officers, the National Governor's Association, the National Conference of State Legislatures, the National Association of State Boards of Education, and the Education Commission of the States have selected Missouri as a recipient of a State Action for Education Leadership Project (SAELP) grant. The SAELP grant is to be used to impact policy regarding leadership development.

Missouri was one of 15 states demonstrating a willingness and capacity to become a national laboratory for improving leadership.

Missouri's beginning teachers have had a mentoring component for several years to support and assist with their professional induction. Missouri's principals and superintendents do not have that statutory support, Missouri's State Consortium is focusing upon the induction of new school leaders.

There are two reasons for this focus; first, to support those new administrators to better assure their success

during those first crucial years on the job; and secondly, to provide a support mechanism to motivate quality teachers who already have administrative certification to move into building and district leadership roles.

This project is part of the Wallace-Reader's Digest Funds *LEADERS Count*, a five year, \$150 million commitment to help foster a national movement to improve education leadership in ways that boost student achievement.



Susan Hodges

In March, Susan Hodges accepted a supervisor position with the Academy. She comes to us from the Division of Vocational and Adult Education where she worked for eight years. A graduate of Central Missouri State University, her major is in Public Relations with a Speech Communication Minor. In her spare time, she is a church youth director, DAR member, and she enjoys traveling, camping, and fishing.



National Board Certification – An exemplary Professional Development Program

The state of Missouri now has 74 National Board Certified teachers. In March, the newly certified teachers were honored at the Show-Me Professional Development Conference. Each of the 2001 achievers along with his or her superintendent were recognized at the luncheon on March 18, 2002. Candidates were acknowledged for their hard work, diligence, and sacrifice while administrators were acknowledged for sup-



Gov. Holden presents a new national board teacher with a certificate as State Board President, Russ Thompson announces her name at the PD Conference.

port given to candidates participating in this very strenuous process. Governor Bob Holden recognized each with a plaque and addressed the need to have highly skilled teachers in the classroom capable of reflecting on their own practice who are able to make adjustments based on this reflection.

National Board Certification concentrates on educa-

tion reform in the classroom – where teaching and learning take place. National Board Certification is a demonstration of a teacher's practice as measured against high and rigorous standards.

Equally important, the National Board Certification process, requiring intense self-reflection and analysis of one's own practice, is a forceful professional development experience. Having measured their practice against the highest standards for the profession, teachers say that their teaching is more results-focused, reflective, and confident. Teachers speak eloquently about how the experience produces deeper student learning outcomes in classrooms. They are strengthened in their practice and emerge from the experience with a lasting commitment to professional growth. We need National Board Certified teachers in every classroom in Missouri.

Missouri supported 139 teachers going through this intense process for the 2001-2002 year. It is not known at this time how many of this group completed the process. National Board for Professional Teaching Standards has worked hard to streamline their application and assessment process to better serve teachers. Hopefully, this group will not have to wait as long to see if they achieved certification.

Due to a legislative decision, state funding for this program for the 2002-2003 year has been terminated.

Program support for NBC subsidy funding will be tight. We plan to fund as many candidates as we can using Professional Development monies matched with Federal allowances. The next window for application begins July 1, 2002 and will close, for our state, on August 1, 2002. If you have questions, contact Linda Dooling at 573/751-2990.

Missouri Exploring Marco Polo Internet

During 2001 – 2002 school year, 236 school buildings took advantage of Missouri's partnership with the WorldCom Foundation to offer teachers free professional development training using the MarcoPolo Internet Content for the Classroom. This year 2,374 teachers were trained using this program. Missouri's goal is to have a MarcoPolo field trainer in every school building by the end of 2003.

The MarcoPolo program provides no-cost, standards-based Internet content and professional development training for the K-12 teacher and classroom, developed in partnership with the WorldCom Foundation and by eight leading education organizations: *American Association for the Advancement of Science, National Council on Economic Education, The National Council of Teachers of Mathematics, National Endowment for the Humanities, National Geographic Society,* **Continued on page 6**



**Missouri Exploring
MarcoPolo Internet**
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and The John F. Kennedy Center for the Performing Arts. The WorldCom Foundation has announced the *International Reading Association* and the *National Council of Teachers of English* as the newest members to join the MarcoPolo Consortium. IRA and NCTE will combine their expertise to develop lesson plans and other educator resources that will be featured on a joint reading/language arts web site, scheduled to launch during the fall semester of 2002. With the addition of such premier organizations as IRA and NCTE will combine their expertise to develop lesson plans and other educator survey data. This new site is a direct result of teacher feedback.

School Districts interested in offering this professional development opportunity to their teachers can go online and apply for the free training at <http://marcopolo.worldcom.com>. Since the program uses the train-the-trainer model, all teachers must not come from the same school building, but from various buildings in the district or from other neighboring districts. The training requires a minimum of 15 teachers who are willing to be trainers, 5 hours of training time, one computer for each participant, and at least 45 days lead time for MarcoPolo to find a trainer. Teachers who participate in the one-day or two-day training will find out how important technology has become as a vehicle to support teaching and learning.



Leadership Academy Calendar

Date	Topic	Presenter	Location
June 4	PBTE	Gary Manford	Jefferson City
June 6	PD101	LA Staff	Columbia
June 13—15	Satellite Academy Graduation	LA Staff and others	Lake of the Ozarks
June 18—20	Satellite Academy Kick-off	LA Staff and others	Lake of the Ozarks
July 11	PBTE	Gary Manford	Jefferson City
October 10-11 November 18-19	Leading Groups in Conversation Using the School Portfolio	Marilyn Tabor Peg Luidens	Columbia
November 6 & 7	Frameworks of Understanding Poverty & Learning Strategies	Dr. Sue Nelle DeHart from Ruby Payne Associates	Columbia
February 18 & 19, 2003	Frameworks of Understanding Poverty & Learning Strategies	Dr. Rita Pierson from Ruby Payne Associates	Columbia
March 16-18, 2003	Show-Me Development Confer-		Lake of the Ozarks
April 15 - 16, 2003	Frameworks of Understanding Poverty & Learning Strategies	Dr. Kim Ellis from Ruby Payne Associates	Columbia
June 12-14, 2003	Satellite Academy Graduation	LA Staff and Others	Lake of the Ozarks
July 17-19, 2003	Satellite Academy Kickoff	LA Staff and Others	Lake of the Ozarks
November 3-6, 2003	*Train the Trainer Frameworks of Poverty and Learning Strate-	Dr. Ruby Payne and Associates	Columbia
*Participants must have attended one of the three two-day sessions on Frameworks of Poverty and Learning Strategies			